Castlemilk Family Learning Centre
Day Care of Children

c/o Miller Primary School
20 Ardencraig Road
Castlemilk
Glasgow
G45 0HS

Telephone: 01416 342 007

Type of inspection:
Unannounced

Completed on:
22 April 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2007151471

About the service

Castlemilk Family Learning Centre is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 74 children. The age range of the children will be from 6 weeks to those not yet attending primary school. At the time of our inspection there were 53 children attending.

The service is located in the south of Glasgow close to local amenities such as parks, shops and schools. The children are accommodated within three playrooms and have access to a quiet room and separate dining/multifunction area. The children have direct access to a large outdoor area.

About the inspection

This was an unannounced inspection which took place on Tuesday 21 and Wednesday 22 April 2026. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

Key messages

- Children were happy, settled and confident in the service.
- Kind and nurturing interactions from staff helped children feel welcome and supported positive relationships.
- Strong communication systems were in place to ensure key information was shared with relevant staff and families ahead of transitions.
- Staff were active and engaged in the service improvement journey.
- Children had a voice in their play, care and learning and this was reflective of the experiences that were provided.
- Targeted professional development would further support staff to plan responsively to children's interests.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	5 - Very Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

Quality indicator: Leadership and management of staff and resources.

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

We found that the service's vision, values, and aims clearly reflected the service's ethos and day-to-day practice. For example, staff were actively working to further develop and sustain positive relationships with families. The vision, values, and aims had also been reviewed recently in consultation with staff and parents to ensure they continued to reflect the thoughts, ideas, and needs of families currently using the service.

The service had a well-established, clearly understood, and meaningful improvement plan that identified specific priorities and areas for further development. Good progress had been made across a number of identified areas, including an increase in family engagement opportunities and enhanced staff training to further support inclusion across the service.

Self-evaluation processes were well embedded within practice and effectively informed the identification of priorities for improvement and ongoing development throughout the service. Staff and families were actively encouraged to share their views through the use of questionnaires and consultation opportunities. Children's views were also regularly gathered and used to influence the development of resources and experiences within playrooms, helping children to feel valued, included, and involved. We discussed with the service that providing feedback to children and families about how their views had influenced change would further support their understanding of the value and impact of their thoughts and opinions.

Monitoring and auditing processes were carried out across a variety of areas, including medication, accidents and incidents, and personal plans. This approach enabled the service to identify strengths as well as areas for improvement, supporting continuous development and improved outcomes for children. For example, monitoring had informed positive changes to outdoor provision and lunchtime experiences. We discussed with management that these procedures could be strengthened further by clearly recording outcomes and demonstrating the impact of improvements once developments had been implemented. In addition, improvements could be made to the monitoring of medication to fully meet Care Inspectorate guidance.

There had been recent changes within the management team. The newly established management team had a clear and shared vision for the service and demonstrated commitment to continuous improvement. The changes had not negatively impacted staff, who worked effectively together and communicated well within their roles. Staff had engaged in a wide range of professional learning opportunities, including child protection, voice of the baby, and inclusion training. This professional development supported staff to enhance their skills and deliver quality experiences for children.

Staff also were responsible for a range of champion roles, including Makaton, outdoor learning and transitions. Staff spoke enthusiastically and confidently about these roles and the positive impact they had on children and families. For example, staff described how their roles supported children and parents during transitions, such as moving on to school. These champion roles provided staff with opportunities to further develop their skills while enhancing learning and support opportunities for children and families.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children were happy, confident, and fully engaged in their play experiences. They had regular opportunities to lead their own play and learning, including making choices about when they wished to access the outdoor environment. Staff provided appropriate space, sufficient time, and supportive interactions when required, ensuring children felt secure and supported while exploring their interests. This approach upheld children's rights to play, make choices, and develop independence.

Children spent prolonged periods of time involved in activities, both independently and alongside their peers, demonstrating concentration and enjoyment. For older children, there was a good balance between well planned experiences and spontaneous learning opportunities. These included a variety of activities such as structured games, water play, imaginative role play, and shared story sessions. Children's language, literacy, and numeracy skills were supported and enhanced through warm, responsive interactions. Staff consistently modelled rich and varied language and used developmentally appropriate questioning to support vocabulary development, extend thinking, and deepen children's understanding.

Younger children were clearly enjoying their experiences and had opportunities to develop their communication and early language skills through singing songs. There were additional opportunities for younger children to develop their fine motor skills, creativity, and sensory awareness through experiences such as playdough activities, which encouraged exploration and hands-on learning.

All children had direct access to a large outdoor play area. Outdoor experiences provided opportunities for physical, risky, and challenging play, including activities such as tree climbing, balancing equipment, and use of the climbing bars. One parent told us, "My child has daily opportunities to play in the outdoor space and has also had the chance to take part in spending time at the local woods as well as other areas." Staff were attentive and responsive to younger children's cues for outdoor play, ensuring their interests and needs were met. Providing children with frequent access to fresh air and outdoor experiences supported their physical health and overall wellbeing.

Staff planned individually for children using a combination of planned and responsive learning experiences that were linked to relevant curricular guidance, supporting children's learning, development, and progression. There were some inconsistencies noted within the recording of information in planning documents, with certain sections either incomplete or containing repeated information across different areas. We discussed with management that staff would benefit from targeted professional learning opportunities to strengthen their knowledge, understanding, and confidence around planning procedures. This would support more meaningful, responsive planning that better reflected children's individual needs and interests.

Online learning journals were used to support communication between the service and families and to share children's play, learning, and developmental progress. These enabled parents to build upon learning at home and feel involved in their child's experiences. We discussed with management that clearly identifying

and recording children's next steps within these journals would further support children's ongoing learning, development, and progression.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Staff demonstrated a warm, caring, and nurturing approach in their interactions with children. They knew children well and were attentive and responsive to their individual needs, offering reassurance, cuddles, and comfort when required. One parent told us, "When I drop my child off it's like dropping her off to a family member." Positive interactions supported trusting and caring relationships between the service and families.

The environment provided a range of cosy and calming spaces where children could relax, unwind, and take time out when needed, supporting them to feel safe, secure, and settled within the setting. A dedicated snug area was also available for quiet time and relaxation, further promoting children's emotional wellbeing and supporting their sense of comfort and security.

The service had recently achieved accreditation as a Makaton aware service, and staff made effective use of this through signing and the use of visual supports to aid communication with children. Makaton is a language programme that combines symbols, signs, and speech to support communication. This approach enabled staff to communicate more effectively with children and supported them to understand children's needs, feelings, and choices.

Mealtimes were a calm, relaxed, and enjoyable experiences for children. Staff promoted independence and the development of self help skills by encouraging children to serve themselves and clear away their dishes when appropriate. Children's independence and sense of responsibility could be further strengthened by providing additional opportunities for children to take part in self serving during mealtimes.

Staff sat with children throughout mealtimes, engaging them in meaningful conversation and making this a positive and sociable experience. We discussed with management that the mealtime experience for younger children could be further enhanced by staff continuing to remain seated with children until all had finished eating, in order to fully support safety and a sociable dining experience.

Personal plans were in place for all children attending the service. These plans contained relevant information required by staff to meet children's individual care and support needs. Strategies to support children with additional support needs had been identified in partnership with parents and other professionals. We discussed with management that personal plans would benefit from clearer consolidation, supporting easier identification and being reflective of each child's current individual needs.

Parents were warmly welcomed into the service during drop off and pick up times, helping to create positive and trusting relationships. Parents were also invited to attend regular storytelling sessions, supporting shared experiences between home and the service. A lending library was available to further strengthen

links with families and support learning at home. These initiatives supported families to feel included and to develop a strong sense of belonging within the service.

Transition arrangements for children starting school were well established and thoughtfully planned. Children and their families were given opportunities to become familiar with their new environments and to talk openly about their feelings and emotions surrounding these changes. Settling in arrangements for children starting nursery and for those moving between rooms were personalised to meet each child's individual needs. This flexible approach supported children to become confident and familiar with their new setting at a pace that was right for them.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support children's wellbeing, learning and development, the provider should ensure all support strategies are recorded and completed in consultation with parents. This should include, but is not limited to, ensuring that records clearly reflect children's support strategies, provide sufficient detail to inform staff decision making, and are accessible to all staff responsible for their care. These records should be reviewed regularly to ensure the information remains meaningful, current, and responsive to each child's needs.

This is to ensure care and support is consistent with Health and Social Care
Standard 3.14: I have confidence in people because they are trained,

This area for improvement was made on 4 March 2026.

Action taken since then

When assessing this area for improvement we found that children's personal plans contained the information staff needed to meet children's needs. Plans were completed in consultation with parents . Plans clearly reflected support strategies and were accessible to all staff. Records were updated and reviewed regularly.
This area for improvement has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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